



ACCESSIBILITY & SPECIAL ACCOMMODATIONS POLICY

1. PURPOSE

This policy establishes East Bridge University's (EBU) commitment to providing an accessible, inclusive, and supportive learning environment for all students. It establishes all the accessibility support and learning accommodations provided by the University, including alternative access arrangements, health-related support, and other reasonable adjustments that will enable learners to have a seamless educational experience.

As a globally connected institution delivering education through flexible and digital learning environments, EBU recognises that learners may sometimes experience a few difficulties in equitable educational access and participation in academic activities.

The University believes that accessibility is fundamental to educational equity and student success. Creating accessible learning environments is not simply about removing barriers; it is about ensuring that every learner has the opportunity to engage meaningfully, develop confidently, and achieve their academic goals.

Through this policy, EBU seeks to provide appropriate accommodations, accessible learning resources, assistive technologies, learner support services, and equitable opportunities while maintaining academic standards and program learning outcomes.

2. SCOPE

This policy applies across all EBU academic, operational, and learner-support activities, including:

- Online and blended learning environments
- Learning Management System (LMS) access and functionality
- Learning resources and study materials
- Academic assessments and assignment submissions
- Student support and learner services
- Institutional communications and engagement activities

- Academic advising and learner support processes
- Webinars, workshops, and virtual academic events

This policy applies to all students enrolled in EBU programs who may require accessibility support, reasonable accommodations, or alternative arrangements to ensure equitable access to learning and participation.

- Accessibility-related requirements
- Diverse learning and participation needs
- Communication and information-access requirements
- Mobility, sensory, or technology-access considerations
- Health-related or well-being circumstances
- Any temporary situations that affect learning participation or access
- Other circumstances requiring reasonable accommodation or more tailored learner support

3. DEFINITIONS

Accessibility: Accessibility refers to the design and delivery of learning environments, systems, services, resources, and technologies that enable all learners to participate effectively and independently.

Special Accommodation: Special accommodation refers to support measures, alternative arrangements, accessibility resources, or tailored assistance provided to help students access learning opportunities, participate fully in academic activities, and engage effectively with the University's learning environment.

Reasonable Accommodation: Reasonable accommodation refers to appropriate support, adjustments, or alternative arrangements provided to remove or reduce barriers to participation while maintaining the academic standards, learning outcomes, and integrity of a program.

Assistive Technology: Assistive technology refers to tools, software, devices, or digital accessibility features that support learners in accessing learning resources, participating in academic activities, and engaging effectively with educational environments.

4. POLICY STATEMENT

East Bridge University is committed to fostering a learning environment where all students have equitable opportunities to participate, learn, and succeed.

The University recognises that learners engage with education in different ways and may have varying access requirements, experiences, and circumstances throughout their academic journey. EBU therefore seeks to create inclusive learning environments, reduce barriers to

participation wherever reasonably possible, and provide appropriate support, resources, and accommodations that enable learners to engage fully and confidently in their studies.

As an institution operating primarily through digital learning environments, EBU places particular emphasis on accessible technologies, inclusive educational practices, responsive learner-support services, and accommodation processes that promote equitable access and meaningful participation.

5. POLICY DECLARATION

EBU will continue to promote accessibility and learner support in accordance with the following principles and commitments:

5.1 Accessible Learning Environment:

The University is committed to fostering learning environments where all students can access opportunities, participate confidently, and engage fully in their studies.

EBU recognises that learners access and experience education in different ways and therefore seeks to create inclusive learning environments that reduce barriers to participation and support successful academic engagement.

5.2 Digital Accessibility:

As a digitally connected institution, EBU is committed to maintaining an accessible Learning Management System (LMS) that supports inclusive participation and independent learning.

Accessibility-support features available through the LMS include:

- Screen-reader compatibility and alternative access tools for enhanced visual-access support.
- Keyboard-focused navigation to support learners using screen readers, switch devices, or keyboard-only navigation.
- Adjustable font resizing functionality that allows learners to zoom text in and out without affecting page usability.
- Adjustable contrast settings, including light and dark display options.
- Accessibility-support font options, including Lexend, designed to improve readability and user experience.
- Text-to-Speech (TTS) functionality that converts on-screen content into spoken audio.
- Spell and Pronounce support to assist learners with reading, language, pronunciation, and comprehension challenges.
- Mobile-accessible learning environments.
- Recorded lectures and video content with subtitles and transcripts to support diverse communication and content-access preferences.

- Provision for integration with appropriate assistive technologies and accessibility tools.
- Accessibility support within downloadable PDF learning materials, including text-to-speech and spell-support functionality where applicable.

The University will continue to review and enhance accessibility features in response to learner needs, technological developments, and accessibility best practices.

5.3 Inclusive Learning Resources:

EBU seeks to provide learning materials in formats that support accessibility and effective engagement for all learners.

Where appropriate and reasonably practicable, learning resources may be made available in accessible digital formats that support:

- Screen-reader compatibility
- Text-to-speech functionality
- Enlarged text and adjustable display settings
- Assistive technologies
- Downloadable PDF materials

The University will also develop and maintain guidelines for PDF accessibility to support inclusive access across programs.

5.4 Academic Accommodations:

EBU recognises that learners may have different access requirements and may benefit from varying support, resources, or alternative arrangements to participate fully in their studies.

Depending on individual circumstances and approved accommodation arrangements, students may receive:

- Additional time allowances for assignment submissions
- Extended program completion timelines of up to six additional months beyond standard program duration
- Alternative communication arrangements where appropriate
- Additional academic guidance and learner-support services

All accommodations will be considered on an individual basis and implemented in a manner that maintains academic integrity and program learning outcomes.

5.5 Accessibility Request and Review Process:

Students who want to opt for special accessibility support or accommodations will be provided with access to the University's Accessibility & Support Request Form.

Students willing to receive accessibility support or accommodation arrangements are encouraged to indicate their requirements in the admission form. Upon reviewing the admission form after enrolment, a link to the Accessibility & Support Request Form will be made available through the student's login access, and the learner will also be informed about it through the welcome email.

Students requesting accommodations are required to:

- Complete the Accessibility & Support Request Form
- Clearly describe the nature of the accommodation required
- Submit supporting documentation or evidence where applicable

All requests will be handled confidentially by the designated Accessibility Support Team.

Upon receipt of a completed request, applications will be reviewed for assessing requests and determining appropriate accommodation arrangements by an Accessibility Review Committee.

The committee will maintain appropriate records relating to:

- Request logs
- Approval records
- Accommodation evidence
- Communication records related to the accommodation process

Following approval, an official confirmation will be communicated to the relevant Student Support Team coordinator to facilitate implementation.

5.6 Confidentiality and Respect:

EBU recognises the sensitive nature of personal information shared as part of the accessibility and accommodation process.

All information relating to accessibility support requests, accommodation arrangements, supporting documentation, and learner-support services will be treated confidentially and shared only with authorised personnel responsible for reviewing, implementing, or supporting approved accommodations.

5.7 Awareness and Inclusive Practice:

The University encourages ongoing awareness of accessibility, inclusion, and learner support across all areas of institutional activity.

Faculty, learner-support teams, and relevant stakeholders are encouraged to adopt inclusive practices that reduce barriers to participation and create positive learning experiences for all students.

5.8 Continuous Improvement:

EBU recognises that accessibility is an ongoing commitment rather than a one-time initiative.

The University will continue to review:

- Accessibility technologies and LMS features
- Accommodation procedures and support services
- Student feedback and learner experiences
- Accessibility guidance and support documentation
- Learning-resource accessibility standards
- Institutional accessibility practices

This ongoing review process will help strengthen accessibility, improve learner experiences, and support continuous institutional improvement.

6. RESPONSIBILITIES

Unit	Key Responsibilities
University Leadership	• Promote institutional commitment to accessibility and inclusive education • Support governance and accountability measures
Accessibility Review Committee	• Receive and manage accommodation requests • Review accommodation applications and supporting documentation • Approve reasonable accommodations and maintain relevant records • Ensure confidentiality and coordinate support processes
Student Support Team	• Provide accessibility guidance and ongoing learner support • Assist with implementations of approved accommodations
Faculty and Academic Staff	• Support implementation of approved accommodations while maintaining academic standards
Students	• Provide accurate information and supporting documentation where required • Engage proactively with available support services
Digital Learning and	• Maintain accessibility features and support assistive

IT Teams	technologies within digital learning environments
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7. REVIEW & MONITORING

EBU will regularly monitor the effectiveness of this policy through:

- Review of accommodation requests and support outcomes
- Assessment of accessibility features and digital learning environments
- Evaluation of accessibility-support services and accommodation implementation
- Student feedback relating to accessibility and inclusion
- Monitoring of learner participation and support effectiveness
- Review of accessibility guidance, learning materials, and institutional practices

This policy will be reviewed periodically to ensure continued relevance, effectiveness, and alignment with evolving learner needs, accessibility standards, technological developments, and institutional priorities.



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